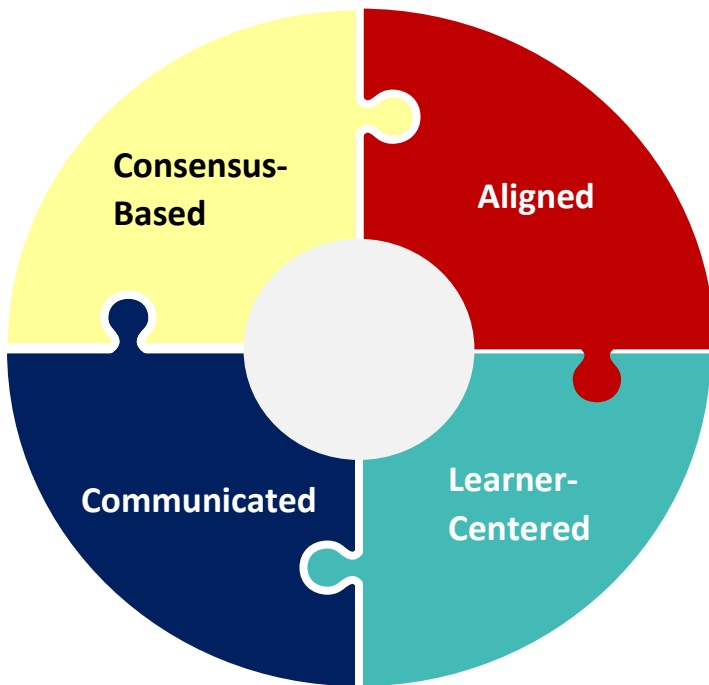


# The Learning Systems Paradigm

---



The learning systems paradigm describes an emergent way of thinking and working in higher education, pulling from research conducted with over 800 institutions across five years. Moving toward the learning systems paradigm involves institutions and educational communities refocusing and altering processes and approaches in terms of institutional policy, organization and support of learning throughout the learning environment, and designing and delivering curricular programs. Collaboration within the paradigm draws disparate participants in the learning environment together for the purpose of learning about where and how students learn so that productive synergies supporting student success can be developed.

## Consensus-Based

Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.

## Aligned

Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.

## Communicated

Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.

## Learner-Centered

The educational system reorganizes educational experiences around *all* students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.